

## RESOLUTION AGREEMENT

The United States Department of Education, Office for Civil Rights (OCR) conducted proactive activity #05975014 in Champaign Community Unit School District #4 (District) on the following issues: equal opportunities for minority students to participate in programs for gifted and talented students, equal access for minority students to upper level courses, within school segregation of students on the basis of race, student discipline, minorities and special education, and staff hiring and assignment. OCR and the District, working together, have reached agreement as to the appropriate actions to be taken by the District to further its commitment to ensure that minority students are provided equal access to high standards, high quality education in accordance with Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. 2000d et seq., and its implementing regulation at 34 C.F.R. Part 100. The District's actions pursuant to the following paragraphs shall not be construed or considered as an admission of noncompliance with Title VI of the Civil Rights Act of 1964 or its implementing regulation, such claim of noncompliance being expressly denied by the District.

### **I. Principles and Goals of the Agreement**

In its effort to promote and ensure equal access for African American students to its educational programs, the District will continue to be guided by the following principles and goals:

#### General

- A. Students, regardless of race or national origin, must be provided access to a high quality curriculum which enables students to achieve high standards.
- B. A school climate which promotes learning and success and encourages students to support each other is essential.
- C. A diverse staff is valued and will help to establish a positive and supportive learning environment for all students.

Gifted/Upper Level

- D. All children should be appropriately identified for placement in the gifted program and for accelerated and upper level courses.
- E. Early and continuing identification of giftedness is essential to ensure that all students who belong in the gifted program are included.
- F. All students should be evaluated regularly to determine the continuing appropriateness of their placements in courses which are grouped by ability.
- G. Expert involvement in the identification process can ensure a diverse group of gifted students and students grouped by ability.
- H. Selection for inclusion in the gifted programs and in courses grouped by ability should be based on multiple sources of objective and subjective data related to the content being offered in the program, with no decision being made unless and until all data are obtained; matrices will be eliminated if they have the effect of screening students on the basis of any single criterion on the matrix.
- I. Data about student interests, strengths and weaknesses should be used in developing the gifted curriculum.

Discipline

- J. All students in the District will be fairly and appropriately disciplined without regard to race, color, or national origin.
- K. Parents/guardians, advocates, and community organizations are important components of the educational process and will be actively involved in ensuring a fair and nondiscriminatory system of discipline in the District and in resolving student discipline problems encountered by the District.

- L. All District personnel will be knowledgeable about the District's discipline policies and procedures, methods for fairly administering discipline to a racially diverse student population, and the nondiscriminatory provisions of Title VI; all District personnel will understand the need to show respect for cultural differences.
- M. The District's student discipline policies and procedures will be based upon clear and objective standards, will require accurate and comprehensive record keeping, and will ensure that consistent disciplinary standards are applied at each District building.
- N. Wherever possible, innovative approaches and outside experts will be utilized to result in the provision of improved disciplinary processes and educational services to District students.
- O. An ongoing assessment of the efficacy of the District's discipline policies, procedures and efforts is essential to ensure a nondiscriminatory system of discipline.

Special Education

- P. To the extent consistent with Federal law, disproportionate referral of African American students for special education evaluations will be avoided.
- Q. The consistent application of a system of screening elementary school students and providing multiple assessment and intervention strategies to meet the needs of students within the regular school program prior to any referrals for case study evaluations will continue to be promoted.
- R. The consistent and appropriate application of the goals of the BST for review of student academic and behavioral problems is necessary to ensure assistance to classroom teachers in the development of specific in-school regular educational program modifications and

interventions, monitoring of the effectiveness of the modifications and interventions, and referrals of any student for a case study evaluation who is suspected of being eligible for special educational services. The BST should also operate to ensure that such referrals take place only after program modifications and interventions have not succeeded.

## II. General Provisions

1. By September 1, 1998, the District will retain an employee with demonstrated expertise in the provisions of Title VI and school desegregation or re-assign, on a full-time basis, a current District employee with the necessary expertise, who will be responsible for ensuring that the provisions of this Agreement are fully implemented.
2. This Agreement contemplates that the District will have a reasonable period of time in which to evaluate its policies, procedures and practices, to plan and implement systemic changes, to evaluate its actions, and to identify potential areas of improvement in order to ensure equal educational opportunities for all students. The District has already retained a nationally recognized expert who has been conducting a comprehensive Educational Equity Audit ("EEA") addressing the issues contained in this Agreement. The District may fulfill its obligations under this Agreement by continuing to ensure that the Educational Equity Audit currently being conducted by the District fully addresses all aspects of this Agreement and results in actions being taken by the District which fully implement all provisions set forth herein.
3. During the 1998-99 academic year, the District will conduct a district-wide school climate study to determine the extent to which each school in the District offers a learning environment that supports all students and provides maximum opportunities for success. The climate study will include a survey of District parents designed to identify problems with District programs perceived by parents and to understand reasons why parents are not able or choose not to become involved in District activities. The climate study will be conducted with the assistance of recognized experts

in the field and will include recommendations for implementing actions deemed necessary to correct any identified deficiencies. The survey document used at Kenwood Elementary School may serve as the basis of the District-wide parent survey, with appropriate modification.

4. The District will ensure that all certificated school staff and administrators are prepared to work with a culturally, racially, linguistically, and economically diverse student population. With the assistance of its EEA consultant, the District will develop a multi-cultural awareness training program to expand its current activities in this area (e.g., the REACH program), and will identify other professional development activities which would ensure that certificated school personnel employ effective instructional strategies with all students. During the 1998-99 school year, in consultation with the District's K-12 Staff Development Committee the District will develop diversity training for all new and continuing administrators and certificated staff. All new training programs necessary to meet the goal of this paragraph will be implemented on an ongoing basis by no later than the beginning of the 1999-2000 school year. The District will offer through the Family Information Center opportunities for interested parents to participate, as appropriate, in training offered to staff during the 1999-2000 school year.
5. With the assistance of its EEA consultant, the District will identify additional strategies for increasing parental and community involvement in the District's educational programs. In doing so, the District will investigate promising practices in use elsewhere and consult with parents of students from all racial and economic groups represented in the District, particularly concentrating its efforts on parents who have not heretofore been involved with the District's programs with the assistance of the Family Information Center. The District will then assist individual schools to develop specific strategies for achieving increased parental and family involvement. During the 1998-1999 school year, the District will: implement the identified additional and expanded strategies for increasing parental and community involvement, monitor the effectiveness of the strategies on a school-by-school basis

and, where appropriate, make revisions. The District will also involve parents and community groups, as appropriate, including groups representing low income African-American students, in evaluating the District's implementation of this Agreement.

6. The District will provide training and/or guidance to the appropriate District administrators and staff about the provisions of this Agreement, and will fully inform parents and the public of its provisions through public meetings and announcements no later than October 1, 1998. In doing so, the District will ensure that the public meetings take place at times and in locations which maximize the participation of the broadest range of parents and community members possible.

### III. The Gifted Program

The District offers gifted and talented programs for students in grades 2-8. The program offered to elementary students in grades 2-5 differs from the program offered to middle school students in grades 6-8. The process used to identify students for inclusion in both programs is highly centralized.

The elementary school program is an all day, self-contained program within each school and involves accelerated presentation of the District curriculum along with enrichment activities. To be selected students must meet four of the following five criteria: 95th percentile or greater on the Otis Lennon School Ability Test (OLSAT); 95th percentile or greater on the Cognitive Abilities Test (CogAt) Verbal Battery; 95th percentile or greater on the CogAt Quantitative Battery; 95% or greater on the CogAt Nonverbal Battery; Teacher Observation Form. The OLSAT is given to all students annually while the CogAt is a voluntary test given annually to interested students. Parents are notified of the times and places where the CogAt will be given. Only those students who take the CogAt are considered for admission to the gifted program. Once selected for inclusion in the program, a student remains in the program from year to year.

OCR learned that 256 or 9.1% of the District's 2,827 first through fourth grade students took the CogAt during spring and summer 1996. Of that number, 16, or 6.3%, are African American

students. When this number is compared to the 1995-96 regular education enrollment of African American students in grades 1-4 of approximately 34%, the difference is statistically significant. The District reported that 188 students were enrolled in the District's self contained elementary gifted and talented classrooms during the 1996-97 school year. Five, or 2.7%, of these students are African American. When this ratio is compared to the African American student enrollment rate in grades 2-5 during the 1996-97 school year of approximately 33%, the difference is statistically significant.

The middle school program consists of three 12 week courses - social studies/language arts, math/science, and performing arts. Each course is offered at all three grade levels in all three middle schools at some point during the school year. Once admitted to the program, students are pulled out of their classroom once a week for instruction by the gifted specialist. The rest of the week, the gifted specialist goes into the classroom with all students and co-teaches with the regular education teacher. Students who are enrolled in the math and social studies segments automatically continue in the program the next year. Students must audition each year for inclusion in the performing arts segment. There are specific enrollment criteria set forth for each segment. The enrollment criteria for the math/science and social studies/language arts segments rely primarily on Stanford Achievement Test (SAT) test scores, while the enrollment criteria for the performing arts segment rely on the results of a creativity test and an audition. The enrollment criteria for all three segments include teacher and parent recommendations. During the 1996-97 school year, a total of 376 District students enrolled in at least one segment of the middle school gifted program. Of this total, 23 or 6.2% of the students are African American. When this ratio is compared to the African American middle school student enrollment rate during the 1996-97 school year of approximately 32%, the difference is statistically significant.

The District's EEA is expected to address the areas of concern regarding the gifted program. In order to ensure equal access for all students to its gifted program, the District agrees to undertake the following comprehensive steps to review and reshape its gifted program:

7. Beginning with the 1998-99 academic year, the District will ensure that its gifted programs are educationally sound and nondiscriminatory. To that end, by October 31, 1998, the District will define giftedness among its students in a manner that reflects expert knowledge of giftedness and the diverse cultures, values and socio-economics of the District. Using this definition, the District will review and, as appropriate, modify the selection criteria and procedures, organization and content of the gifted program to ensure that it takes into account the revised definition of giftedness.
8. In order to ensure that the criteria and procedures for selecting students for the gifted program are nondiscriminatory and educationally justified, the District will determine which, if any, factors currently used for selection adversely affect African American students (including all cognitive and achievement tests and cut-off scores), assess the degree to which each criterion or procedure used to determine eligibility has accurately predicted success in the current gifted program or is educationally necessary, and the degree to which educationally sound alternate criteria or selection procedures may lead to participation that is more representative of the District's enrollment.
  - a. In conducting its review, the District will address the impact of its practice of limiting consideration for selection to those students who request testing for the program. The District will also evaluate each test and rating device it uses, including the CogAt, for appropriateness as a selection instrument, by considering whether the instrument accurately measures or identifies giftedness in African American students. The District will also evaluate any matrix or weighting system used to ensure that multiple indications of giftedness are fully considered.
  - b. By consulting with parents, teachers, gifted specialists, other available District resources and outside experts, the District will examine additional or alternative means that more fully identify and measure manifestations of giftedness in students. In



order to more effectively assess the potential of all students to succeed in the gifted programs, the District will give consideration to using alternative testing instruments and methods of evaluation, including tests of creativity, other kinds of tests, and community, peer and self-nominations. The District may institute pilot programs using alternate or additional testing instruments and methods of administration that it has identified as likely to increase the participation of qualified African American students in the gifted programs.

- c. The District will modify the admission criteria and procedures, including the weighing of such criteria, consistent with the outcome of its review, and any other revisions to the gifted program. Any adjustments made to the District's selection criteria and procedures as a result of the review conducted in accordance with items 7 and 8 will be implemented during the selection process used in 1998-1999 to identify students for enrollment in the 1999-2000 gifted program.
9. The revised gifted program which will be in effect beginning no later than the 1999-2000 school year will be characterized by: (a) the establishment and expansion of programs to provide ongoing academic support, mentoring, and other services to students; (b) the continued use of existing outside resources; (c) the continued provision of enriched instruction within regular classes for able students who do not qualify for the gifted program; (d) increased involvement of regular education teachers and gifted specialists in the identification and selection of students for inclusion in the programs; (e) increased feedback to teachers regarding the performance of students whom the teachers have or have not recommended for the gifted programs; (f) improved communication with minority and other parents; (g) increased encouragement of minority students to participate in the gifted programs, including efforts to reduce feelings of social and cultural isolation; (h) increased reliance on the research of experts in the area of gifted education, including the District's EEA consultant; (i) other modifications responsive to the

interests, strengths, and weaknesses of the students enrolled in the program.

10. To the extent appropriate and in order to increase the awareness and better realize the aspirations of African American students who have the potential to succeed in the gifted program, beginning with the 1998-99 school year, the District will implement a program to identify and publicize local adult models/mentors and minority gifted student success stories.
11. The District will continue to provide training to all elementary and middle school teachers on the purpose of the District's gifted programs, including any newly established criteria or procedures for identifying students that result from the programs and evaluations conducted in accordance with items #7 and #8. Teachers will also be specifically instructed regarding multicultural issues affecting appropriate identification of gifted traits in minority students; in developing this training, the District will review recent research in this area and consult with educational experts. The training will take place in sufficient time for teachers to perform their role in the selection process that takes place during 1998-1999 for enrollment in 1999-2000.
12. By October 31, 1998, the District will adopt and implement procedures to study on an annual basis the success of the gifted program as evaluated and modified pursuant to items #7, 8, 9, 10, and 11. The study will look at the rates at which students of various racial and ethnic backgrounds are selected for inclusion in the elementary and middle school gifted programs, the effectiveness of the District's processes for appropriately selecting students for inclusion in the programs, and the results of its efforts to promote the success of all students selected for the program. The District will provide to each school the gifted program selection rates for the particular school and annually evaluate ways to improve the inclusion of all qualified students in the gifted programs and promote their success in the program. The study will also evaluate whether other changes in the selection criteria, program content, or program organization would be beneficial for this purpose

and to appropriately meet the needs of all gifted District students.

13. By October 31, 1998, the District will submit a status report to OCR detailing the steps it has taken toward compliance with items #7-10 of this Agreement. By August 31, 1999, and August 31, 2000, the District will submit additional status reports to OCR demonstrating its compliance with items #7-12 of this Agreement.

#### **IV. Upper Level Courses**

In the subject of mathematics, the District begins grouping middle school students by ability as early as sixth grade. The District groups students by ability in both of its high schools in math, science, English, and social studies. One high school also offers upper level foreign language courses. In determining the most appropriate placement for middle school mathematics students and 8th grade students entering high school, the middle school staff considers such things as past academic performance, standardized test scores, and teacher recommendations. Once a student enters high school, year-to-year class placements are based on past academic performance and teacher recommendations. However, students and their parents may request an alternate placement.

Data reviewed by OCR revealed that, at the high school level during the 1996-97 school year, African American students were underrepresented to a statistically significant degree in upper level courses in every subject area in which such courses are offered. In addition, at the middle school level, African American students were underrepresented to a statistically significant degree among 6th grade students recommended for placement during the 1997-98 school year in upper level mathematics courses and among 8th grade students recommended for placement during the 1997-98 school year in upper level high school mathematics, science, and English courses.

The data also revealed that during the 1996-97 school year, African American students were overrepresented to a statistically significant degree in the District's lower grouped high school mathematics, science, and English courses. Further, African American students were overrepresented to a statistically

significant degree among 8th grade students recommended for placement during the 1997-98 school year in lower grouped high school mathematics, science, and English courses.

The District has implemented the Quality First program to address these concerns. The District agrees to undertake the following comprehensive steps to promote and ensure equal access for African American students to its middle school and high school upper level courses:

14. By August 31, 1998, the District, through its EEA consultant, will assess its procedures and criteria for placing students in upper level mathematics courses at the middle school level and high school upper level mathematics, science, social studies, and English courses. In order to ensure that the criteria and procedures for enrolling students in upper level courses are nondiscriminatory and educationally justified, the District will determine which, if any, factors currently used for selection adversely affect African American students (including all cognitive and achievement tests and cut-off scores), assess the degree to which each criterion or procedure used to determine eligibility has accurately predicted success in the current gifted program or is educationally necessary, and the degree to which educationally sound alternate criteria or selection procedures may lead to participation that is more representative of the District's enrollment. In this effort, the District will examine criteria not presently used to admit students to upper-level courses, including any alternative testing instruments, methods of evaluation, or methods of instruction. In addition, the District will ensure that it employs clearly stated educational goals for the upper level courses; that it uses racially neutral criteria and procedures for identifying students; and that methods are in place to ensure the consistent application of placement criteria and procedures without regard to race. Changes made as a result of this review will be in place during the 1998-99 school year in time for placement determinations for the 1999-2000 school year.
15. During the 1998-99 school year, the District will assess the lower level course offerings at the high school level to ensure that the courses are educationally justified based on

specific benefits provided (e.g., lower teacher student ratios, differentiated curriculum and course materials, opportunities for mobility, etc.) to students who are placed in the courses, appropriate criteria and procedures for admission, regular monitoring of the appropriateness of course assignment, and application of specific methods to evaluate the educational benefits of placement in terms of concrete educational gains. The District will also ensure that teachers assigned to teach lower level courses are fully and appropriately trained and qualified to teach such courses. In conducting this assessment, the District will consider whether the needs of all District high school students can be met by the District's average and upper level high school course offerings and whether placement in lower level courses results in significantly improved achievement for such students. Changes made as a result of this review will be in place by the 1999-2000 school year in time for placement determinations for the 2000-2001 school year.

16. By August 31, 1998, and annually thereafter, the District will notify all parents in writing of their right to make final decisions regarding their children's course selections at the middle and high schools, to have their child re-evaluated and reassigned to a different level class, if appropriate, during the school year, and of the benefits that come from enrollment in upper level courses. Beginning in 1998-99, the District will monitor annually the extent to which parental choice is exercised, by race, and will target further communication to parents whose children select course offerings which are less challenging than those for which the students qualify or are recommended by the District.
17. During the 1997-98 school year and on an ongoing basis, the District will assess the effectiveness of its primary school mathematics and language arts instruction programs and middle school mathematics, science, social studies, and language arts instruction programs to identify any impediments which exist that limit students' ability to succeed in higher level high school courses. In conducting this assessment, the District will specifically attempt to identify reasons for the underrepresentation of African

American students in its middle school upper level mathematics courses and high school upper level mathematics, science, social studies, and English courses. The District will determine ways in which the primary and middle school instruction programs can be improved so that more African American students enter middle school and high school ready for enrollment in upper level courses. During the 1998-99 school year, the District will design and implement a plan to remove, to the maximum extent possible, any impediments identified and ensure that each District student is ready for enrollment in the most appropriate and challenging high school courses.

18. During the 1998-99 school year, the District will conduct meetings with African American students and their parents to determine how to encourage more qualified African American students to enroll in upper level courses. During the 1998-99 academic year, the District will, if appropriate, implement modifications to its middle school and high school upper level course programs identified during the meetings with African American students and parents as likely to attract increased African American student enrollment in upper level courses.
19. Beginning August 31, 1998, the District will institute a program for closely monitoring, on an annual basis at all educational levels, the continued appropriateness of class assignments and identifying methods to evaluate educational benefits, measured in terms of concrete, specific educational gains, which result from placement decisions. Each year, the District will identify all students who are scheduled into courses at a particular ability level (low, average, high) and subsequently switch to a comparable course at a different ability level during the same semester. In addition, the District will identify all students who, in a particular semester, schedule courses in a given subject area at a different ability level than that which the student had previously scheduled courses in that subject area during a previous semester or school year or who enroll in courses at a higher or lower level than that recommended by the District. The District will evaluate the information gathered and identify ways in which the scheduling process might be improved, the circumstances

which led to the questionable placement of students or other change in student ability level, and ways in which the appropriate placement of students in upper level courses might be enhanced. The District will ensure that middle school counselors and teachers are included in the monitoring process and made aware of the monitoring results. As part of this process, the District will ensure that middle school counselors, teachers and students, are fully aware of the content of the courses offered at the high school level and the skills necessary to succeed in those courses.

20. During the 1998-99 school year, the District will complete training of all administrators, teachers and counselors responsible for recommending or considering students for placement in middle school and high school upper level courses. This training will consider multi-cultural research and expertise and ensure that all persons involved consistently make recommendations for minority and non-minority students, obtain and verify appropriate communications with students and parents, and that recommendations for placement maximize the enrollment of all qualified students in upper level courses.
21. By August 31, 1998, the District will submit a status report to OCR documenting its efforts to implement items #14-16 of this Agreement. By August 31, 1999, the District will submit status reports to OCR demonstrating its compliance with items #14-20 of this Agreement.

#### **V. Within School Segregation**

At the elementary school level, the District operates an alternative program known as New Directions. The program was established in 1995 to allow students who are experiencing personal, social, behavior, or academic problems that interfere with their ability to focus on academics to discuss these issues with a designated staff member. These meetings may occur individually or in small groups. Information provided to OCR suggests that, while these meetings may result in students missing brief periods of class time, students are not removed from classes for extended periods of time or on a regular basis during the school year.

At the middle school and high school levels, the District operates an alternative school program known as CARE. Students are referred to CARE by administrators at their home schools because of attendance, behavior, or academic problems, or because of expulsion. Students may also refer themselves to CARE. According to data maintained by the District, during the 1996-97 school year, almost 70% of the students assigned to the CARE middle school were African American and almost 60% of the students assigned to the CARE high school were African American. Administrators in charge of the CARE alternative schools indicated that the academic program offered to students at the CARE alternative schools was not as comprehensive with respect to the breadth and depth of course offerings to the academic program offered at the students' home schools. They also indicated that although a primary goal of the CARE program is to enable students to return to their home schools, students do not typically return to their home schools once they are admitted to the CARE program. To reinforce the District's commitment to integrated education and to ensure that African American students are not subjected to discrimination in the assignment of students to the District's CARE alternative school program, the District agrees to take the following actions:

22. Consistent with the school climate study referenced in paragraph #3 above, and in consultation with its EEA consultant, parents, community advocates, and students, the District will attempt to learn why African American students in disproportionate numbers leave the District's regular education environment and enroll in the CARE alternative school program. In doing so, the District will determine:
  - 1) whether the procedures for assigning students to the various alternative programs are clearly communicated to all students at all schools and whether they have been applied consistently to all students; and, 2) whether intervention strategies designed to enable students to function effectively in their "home school" were exhausted prior to their being referred to the alternative programming and were designed in consultation with the CARE alternative school staff. Beginning August 31, 1998, the District will develop and adopt programs to be implemented during the 1999-2000 academic year to address this issue.



23. During the 1998-99 school year, the District will assess the effectiveness of its alternative school programs. This assessment will be done in consultation with the District's EEA consultant, community representatives from throughout the District, District administrators, District staff, parents and students, including staff assigned to the CARE alternative schools. The assessment will determine: 1) whether the academic program and nonacademic benefits and services provided to students assigned to alternative settings are comparable in all respects to the academic programs, benefits and services available in their "home schools;" and, 2) whether there are sufficient support mechanisms in place in the "home schools" to allow students enrolled in the CARE alternative school program to successfully re-integrate into the regular education setting. By August 31, 1998, the District will develop and implement a plan for promptly addressing any deficiencies and implementing any needed improvements identified by the assessment.
24. During the 1997-98 school year, the District will determine whether its student assignment procedures result in racially identifiable nonability grouped regular education courses, including electives. In conducting this assessment, the District will identify all sections of any nonability grouped regular education middle school courses where African American students are significantly overrepresented or underrepresented in comparison to their overall enrollment in the particular school and grade in question. During the 1998-99 school year, the District will develop and implement a plan to address any practices that lead to disproportionate sections of classes as follows:
  - a. The plan will ensure that by the beginning of the 1999-2000 academic year, all nonelective, nonability grouped middle school regular education courses will be racially proportionate when compared to the racial representation of students in the particular grade and school unless the District can demonstrate that student enrollment in concurrent elective or ability grouped courses prevents the District from achieving that standard. To the extent possible, the District will schedule elective and ability grouped courses that have

disproportionate enrollments, by race, in a manner that will minimize disparities in enrollments in the sections of other courses.

- b. The plan will require the District to evaluate course counseling practices to ensure that they do not unnecessarily result in racially identifiable classrooms.

- 25. By August 31, 1999, the District will submit to OCR a detailed report documenting its implementation of items #22-24 of this section. The report will include a description of the assessments and studies conducted by the District, copies of the plans developed by the District as a result of the assessments and an implementation timetable for any changes/improvements deemed necessary. The report will include sufficient documentation to support the conclusions reached by the District as a result of the assessments.

#### VI. Discipline

The District adopted a Student Conduct Code (Code) for the elementary and secondary levels approximately five (5) years ago. The Code was adopted to provide guidance to individual school administrators regarding student discipline and to ensure uniform application of disciplinary actions throughout the District. The District hoped that the adoption of the Code would ensure that all students were treated fairly with respect to discipline.

The Code lists thirty-one (31) different categories of acts that are considered by the District to be acts of "gross disobedience or misconduct" and, therefore, subject to disciplinary action up to and including suspension or expulsion. In most of the categories, the Code allows for out-of-school suspensions to be imposed for a first offense.

Data maintained by the District revealed that, as of April 8, 1997, a total of 303 District students had been given out-of-school suspensions for violating the Code during the 1996-97 school year. An analysis of this information revealed that African American students were overrepresented to a statistically significant degree in the group of students who received out-of-school suspensions at the elementary, middle, and high school

levels. At the elementary school level, African American students represented almost 81% of the students who were given an out-of-school suspension. At the middle school level, African American students represented almost 68% of the students who were given an out-of-school suspension. More than 12% of the District's middle school African American students were given an out-of-school suspension during the 1996-97 school year. By contrast, just under 3% of the District's white middle school students were given an out-of-school suspension during the same time period. At the high school level, African American students represented approximately 64% of the students who were given an out-of-school suspension. More than 13% of the District's high school African American students were given an out-of-school suspension during the 1996-97 school year. By contrast, just under 3% of the District's white high school students were given an out-of-school suspension during the same time period.

The District agrees to ensure that its student discipline policies and procedures and the application of its student discipline policies and procedures do not, on the basis of race, discriminate against African American students. To that end, the District agrees to take the following actions:

26. During the 1998-1999 school year, the District will expand its existing discipline committee, to include District teachers, administrators, students, parents/guardians, counselors, deans, advocates, and representatives of community organizations, to conduct an assessment of and recommend revisions to the Code as necessary to ensure that the Code operates to provide a safe environment for District students while ensuring fairness and consistency in the administration of discipline. With the assistance of the District's EEA consultant and recognized experts in the field of student discipline, the committee will:
  - a. Determine the extent to which the Code currently used by the District to discipline students is consistent with the District's mission statement and effectively facilitates the accomplishment of said statement;
  - b. Compare the District's current student discipline model to alternative student discipline models used successfully in other school districts and the EEA

consultant's analysis of whether any of the identified alternative models would effectively facilitate the accomplishment of the District's educational goals and have a less disparate impact on African American students;

- c. Review the EEA consultant's recommendations regarding ways to eliminate, to the extent appropriate, subjective disciplinary standards from the Code and ways to define offense categories in objective terms, particularly those that lead to suspensions or expulsions, including the provision of precise definitions (with guidelines) of the types of conduct that would constitute an infraction;
  - d. Determine whether the current progressive discipline options are effective and, if so, for each offense identified in the Code, develop objective guidelines regarding the progressive steps of disciplinary sanctions that are appropriate;
  - e. Review the EEA consultant's recommendations and identify actions that can be taken by the District to ensure that administrative discretion in the determination of disciplinary sanctions is reduced to the maximum extent possible, consistent with fair treatment, and that, where discretion is determined to be necessary and appropriate, specific guidelines for the exercise of that discretion are developed;
  - f. Review the entire Code for other possible changes which would assist in ensuring a fair, nondiscriminatory discipline system at all grade levels; and
  - g. Review steps the District takes to ensure that each District building adopts and adheres to the Code and that any handbooks and/or similar documents in use at each school building are consistent with the District-wide discipline policy.
27. By August, 1999, the District will develop and disseminate to all District parents/guardians a revised Code of Conduct which takes into account the

recommendations of the committee. Parents/guardians will be given a reasonable period of time in which to comment on the revised Code of Conduct. These comments will be taken into consideration by the committee in making revisions to the Code of Conduct.

28. By April 30, 1999, the District will submit the committee's recommendations and the proposed revised Code to OCR for review along with copies of all comments received by the District from parents/guardians, and other documentation showing implementation of paragraphs #26-27, above.
29. After receiving notice from OCR that the revised Code satisfactorily addresses the requirements of paragraph #26, the revised Code of Conduct will be submitted to the Board of Education for approval as policy. Upon the Board of Education's approval, the revised Code of Conduct will be disseminated to all administrators, staff, students, and parents/guardians at all building levels prior to the beginning of the next school year.
30. By September 30, 1999, the District will provide training to all administrators, staff, and students regarding the new Code with special emphasis on the revisions made as a result of this Agreement and the improvements expected to be realized as a result of those revisions.
31. By August 31, 1999, the District will submit a report to OCR showing implementation of paragraphs #26-29 above.
32. Effective the beginning of the 1999-2000 school year, the District will establish a Discipline Oversight Task Force (Task Force) which will be given the responsibility of regularly monitoring site-based student disciplinary actions. The Task Force will be a subcommittee of the District's discipline committee (see #26), consisting of parents, teachers and administrators, and will be responsible for reviewing a representative sampling of suspensions and expulsions, to ensure that the actions are consistent with the District's student discipline policies

and procedures and are appropriately tailored to address the specific incident which precipitated the need for disciplinary action.

33. By August 31, 1999, the District will develop a system to track suspensions and expulsions in each elementary, middle, and high school building, and a system for conducting periodic reviews and samplings to ensure that students are treated in an equitable manner by determining:
- a. whether the reasons given for a suspension/expulsion specifically meet the criteria for the alleged offense;
  - b. whether the reasons given for suspensions/expulsions exhibit a different pattern on the basis of race;
  - c. whether minority students are disproportionately referred for offenses where subjective judgment or discretion is exercised;
  - d. whether certain teachers and administrators refer disproportionately high numbers of minority students for discipline;
  - e. whether the referral standards are consistently followed by District staff;
  - f. whether all disciplinary referral intervention techniques and strategies used prior to suspension/expulsion referrals are being applied consistently and are effective;
  - g. whether the penalty imposed meets the criteria established for the offense committed and is commensurate with the severity of the incident;
  - h. whether the District's disciplinary policy and procedures are applied in a nondiscriminatory manner; and,

- i. what immediate and appropriate steps should be taken by the District to address any problems identified based on the above review.
34. The Task Force will specifically evaluate whether African American students are being unfairly singled out for out-of-class disciplinary referrals including suspension/expulsion or otherwise treated differently from white students by District staff.
  - a. As part of its monitoring activities, the Task Force will regularly review evidence relied upon by District staff in meting out suspensions and review reports completed by staff relative to individual suspensions.
  - b. Where errors or inconsistencies are identified, the Task Force will immediately recommend to the District steps that should be taken to correct the errors and inconsistencies and ensure that similar problems do not recur. The District will review the recommendations of the Task Force and promptly advise the Task Force of the steps that will be taken by the District to act upon the recommendations.
  - c. The Task Force will have as one of its objectives the identification of fair and effective site-based disciplinary practices currently used within the District which have the effect of addressing student discipline needs with minimal disruption to student participation in the educational process. The Task Force will ensure that information regarding any identified "model" practices is promptly shared with all District schools.
  - d. At the conclusion of each school year, the Task Force will complete a report summarizing the results of its activities during the school year and recommending any changes to the District's student discipline policies and procedures deemed necessary by the Task Force based on the out-of-class disciplinary referrals including suspension/expulsion incidents reviewed by the Task Force during the school year. The Task Force's report will be reviewed by the District's Discipline Committee

and, along with any other available data regarding student discipline, factored into any changes to the District's student discipline policies and procedures adopted by the Board.

- e. The District will provide the Task Force with sufficient resources and access to expert assistance to enable it to complete its tasks in a timely fashion.
- 35. By August 31, 1999, the District will develop and implement a system for tracking suspensions and expulsions and documenting evaluations by the Task Force. By August 31, 1999, the District will submit to OCR information which demonstrates that the Task Force has been established, describes the process followed by the District in selecting Task Force members, lists the Task Force members, and describes the discipline tracking system.
- 36. The District assures that any teachers or administrators identified as making a large number of out-of-class disciplinary referrals, particularly for suspension/expulsion, of minority students without a persuasive explanation of the need for such referrals will receive appropriate additional training on the administration of fair discipline, classroom management techniques, sensitivity to cultural differences, and/or the requirements of Title VI. Moreover, where sufficient evidence of a discriminatory motive exists, the District assures that appropriate action will be taken with respect to the teacher or administrator.
- 37. The District assures that the records generated pursuant to paragraphs #33 and #34 above will be maintained at a central District location for a period of three (3) years in a manner which does not negatively affect the students involved and that it will annually analyze the data collected.
- 38. By August 31, 2000, the District will submit to OCR a status report documenting the implementation of items #32-37 of this Agreement, including a copy of the Task Force's first annual report and any other documents generated by the Task Force during the 1999-2000 school year, as well as



information documenting the actions taken by the Board of Education relative to the Task Force's report. The District will provide OCR with suspension/expulsion data, by school and by referring teacher or administrator.

39. During the 1998-1999 and 1999-2000 school years, the District will identify and implement additional intervention programs designed to effectively address student discipline issues while ensuring maximum inclusion in the educational process. Where applicable, the District will also expand existing intervention programs which have proven to be effective. In taking these actions, the District will pay particular attention to identifying and expanding intervention programs for middle and high school students.
40. During the 1998-99 school year, the District will develop and implement a staff training program specifically designed to notify all District staff of their responsibilities under the District's student discipline policies and procedures and making them aware of District resources available to assist them with student discipline problems. The training will emphasize the importance of consistency and equity when addressing student discipline problems. The training will make clear to all staff that unjustifiable different treatment of students when imposing disciplinary sanctions will be promptly addressed by the District and could lead to the imposition of sanctions against any District staff who discriminate against particular students or groups of students in the area of student discipline. Beginning the 1999-2000 school year, and each year thereafter, the District will update the staff training program to reflect changes in the District's student discipline policies and procedures and ensure that all District staff are made aware of such changes.
41. By August 31, 1999, and August 31, 2000, the District will submit status reports detailing its implementation of items #39 and #40. The reports will summarize all intervention programs used by the District during the 1998-99 and 1999-2000 school years to address student discipline issues along with the District's assessment of the effectiveness of each of the programs. In each report, the District will identify all intervention programs which were implemented for the

first time during the school year to which the report pertains. The District's reports will also describe any actions that will be taken by the District during the upcoming school year to enhance, improve, or expand the intervention programs in place during the previous school year.

42. In addition to the community involvement already described in this section, during the 1998-1999 and 1999-2000 school years, the District will take steps to elicit increased community involvement in the District's efforts to ensure that student discipline issues are addressed in a manner which is appropriately tailored to address specific incidents of student misconduct while also ensuring maximum student participation in the District's educational program. In this regard, the District will elicit ideas and assistance from all sectors of the community in encouraging appropriate student behavior and increasing student involvement in the District's educational programs.
43. By August 31, 1999, and August 31, 2000, the District will submit to OCR status reports describing its efforts to increase community involvement in this area and the results of those efforts. The reports will also set forth actions the District intends to take during the upcoming school year to build upon any success achieved in the previous school year.

#### **VII. Special Education Program**

During the 1995-96 school year, the District's overall enrollment totaled 8,806 students. Of this total, 31.3% of the students were African American students.

During the 1995-96 school year, the District had 880 students placed in special education programs, excluding those students receiving speech and language services. African American students represented 419, or 47.7%, of these students. OCR determined that African American students were over-represented in the special education program to a statistically significant degree. In addition, African American students were found to be overrepresented to a statistically significant degree in the following disability categories: learning disability (218 out of

518, or 42.1%), behavior disorder (91 of 133, or 68.5%), and mental impairment (87 of 152, or 57.3%).

Each District school has a BST responsible for ensuring pre-referral intervention strategies are attempted and making decisions on referrals for case study evaluations using a well defined process. The District has published for staff written guidelines covering the entire BST process. Teachers interviewed by OCR at every District school indicated that they are advised of the availability of BSTs to assist them in devising regular education intervention strategies for students experiencing academic or behavioral problems. Interviews also revealed that BST members at each school are aware that the BST process is intended to provide for prompt assistance to students and teachers in need, ensure that multiple regular education interventions are attempted and that the BST reviews the outcome of the regular education interventions prior to a referral for a case study evaluation.

Although the District emphasizes the use of regular education intervention strategies prior to referral for case study evaluations, during the 1995-96 academic year, African American students were overrepresented to a statistically significant degree in the group of students who were referred for initial case study evaluations. At each elementary school in the District, the rate of referral of African American students exceeded the rate of referral of white students. In addition, information reviewed by OCR indicated that some District schools do not have sufficient remedial reading programs in place to meet the needs of students reading below grade level.

The BST process also provides for record keeping by BSTs documenting BST actions, including a written plan which identifies regular education interventions to be implemented and specifies time frames sufficient to allow for evaluation of the effectiveness of the plan and inclusion in the BST process of special and regular education personnel knowledgeable about the student and the identified problem.

OCR noted some disparities in the effectiveness of individual BSTs as evidenced by the quality of records maintained by the teams documenting actions taken regarding specific students and rates of referral by race. OCR determined that, during the

1995-96 school year, African American students were over-represented to a statistically significant degree in the group of students who were referred to BSTs for discussion and in the group of students referred by BSTs for initial case study evaluations.

While teachers are aware of the availability of BSTs, according to information provided by District staff, the District does not require regular education teachers to annually screen all students assigned to their classrooms in order to identify at-risk students. Also, while each District school has a BST responsible for ensuring pre-referral intervention strategies are attempted and making decisions on referrals for case study evaluations using a well defined process, the District does not have in place a system for monitoring and analyzing decisions by regular education teachers to refer students to BSTs for discussion or decisions by BSTs to refer students for case study evaluations.

Information obtained by OCR indicates that some District BSTs occasionally obtain what the District calls "informal" evaluations of students, which are conducted by the school psychologist prior to deciding whether the student should be referred for a full case study evaluation. The "informal" evaluations consist of the same type of testing that would be done by the school psychologist if a full case study evaluation were ordered and involve obtaining parental consent for the testing. The information obtained by the school psychologists during the "informal" evaluation is considered by the BST before deciding whether a full case study evaluation should be undertaken. The District ended this "informal" practice when, in a memorandum dated August 15, 1997, the District's Director of Student Services notified school psychologists that the use of "informal" evaluations violates District policy.

During the 1995-96 school year, African American students, who composed 31.3% of the District's total enrollment, constituted 68.5% of District students in the special education program with a primary disability of behavior disorder (BD). During the last two years, the District has instituted a regular education intervention program at the elementary level called New Directions which is designed in part to assist students with emotional and behavioral problems. On an as-needed, temporary

basis, New Directions staff at each elementary school are responsible for meeting with all students to talk about issues such as anger control and appropriate behaviors, instituting peer mediation programs and meeting with troubled students individually or in small groups. District staff interviewed by OCR considered New Directions to be a significant and positive program for addressing student needs in this area. In addition, in the past two years District psychologists have developed specific operational definitions to be used in applying the state eligibility guidelines for identifying students with a behavior/emotional disorder. School psychologists reported to OCR that these operational definitions have been helpful in making eligibility determinations.

Consistent with its goal to focus on diversity in the learning community, the District will undertake the following actions to eliminate, to the maximum extent appropriate, disparities in the representation of African American students in special education and ensure that all students are provided equal access to a high standards, high quality education:

44. The District will take the following steps to ensure that all students labeled as BD are placed appropriately and in the least restrictive learning environment:
  - a. During the 1998-99 school year, the District will determine whether, in light of the operational definitions adopted by the District, the identification remains appropriate for all students currently identified as BD. To accomplish this, during the 1998-1999 school year the District will re-evaluate the remaining BD students who were not re-evaluated under the revised operational definitions. In conducting these re-evaluations, the District will consider, and document, whether these students would continue to be identified as BD and receive special education services. Where the MDC determines that a student is not disabled, the District will exit the student from special education, in accordance with federal law.
45. Effective the 1999-2000 school year, the District will establish a systematic annual screening of all elementary students consistent with Illinois law, at 23 IAC

226.510(a)(4), under which teachers in each District elementary school will conduct a screening of all elementary students each year by the end of the first marking period or quarter.

- a. The screening process will include the following steps:
    - (i) the teacher will observe all students in the classroom setting and will analyze student work product; and
    - (ii) where underachievement, excessive absenteeism, or poor behavior is identified, the teacher and other appropriate school personnel will, as necessary: interview the student; contact other teachers who currently work with or have worked with the student; review the student's cumulative record; and/or, discuss the situation with the student's parent or guardian.
  - b. Following the screening, school personnel will identify any students about whose academic performance and/or behavior the teacher has concerns and will provide a list of those students to the school principal.
  - c. Students identified on the list referenced at item #45(b) will be provided early interventions in the regular education environment and their progress will be documented and monitored by the classroom teacher. If the interventions attempted by the classroom teacher prove unsuccessful and the student continues to have significant problems, then the teacher will initiate the BST process to obtain additional ideas for regular education interventions that may allow the student to improve his or her classroom performance.
46. The District will take the following additional steps to ensure that, prior to obtaining a referral for a case study evaluation, each student experiencing learning or behavior problems is afforded an ongoing process of meaningful regular education interventions calculated to address the possible non-disability causes of the student's poor achievement or behavior:

- a. By August 31, 1999, the District will develop and implement a plan to provide each student in the K through 3rd grades multiple approaches and opportunities to read independently by the end of third grade. This plan will include specific actions to be taken by each school, time frames for these actions, and a means by which the District can assess annually, beginning at the end of the 1999-2000 school year, the success of this plan.
  - b. Annually, beginning in the 1998-1999 school year, the District will ensure that each school continues to have in place a systematic method for providing intervention strategies and ideas to regular education teachers. To that end, the District will ensure that each building BST is provided all resources necessary to ensure prompt access for teachers to get assistance in dealing with students encountering academic and/or behavior difficulties, adequate regular education intervention options, and assistance in maximizing parental involvement. The District will take steps to ensure that each building BST continues to document all interventions for each identified student in a written plan which identifies the activities to be implemented, specifies time frames sufficient to allow for evaluation of the effectiveness of the interventions, and includes a written evaluation of the effectiveness of the intervention strategies.
47. By August 31, 1999, the District will submit to OCR a report detailing its actions to implement item #44 and 46(b) of this Agreement. By August 31, 2000, the District will submit to OCR a report detailing its implementation of items #44-46 of this Agreement.
48. Beginning with the 1999-2000 school year, the District will adopt and implement procedures to monitor and study on an annual basis rates of referral by regular education teachers to BSTs and by BSTs for case study evaluations.
- a. The monitoring procedures will include an assessment of individual teacher referral rates, by race, to BSTs, as well as a school-by-school evaluation of referral rates

of African American students to BSTs and comparison of this rate to the representation of African American students in each school's non-special education population.

- b. The monitoring procedures will include a school-by-school evaluation of referral rates of African American students by BSTs for initial case study evaluations and comparison of this rate to the representation of African American students in each school's non-special education population.
- c. Based upon the results of the comparisons described in item #48(a) and (b) above, the District will assess in each school the strength of the BST and its administrative leadership and the effectiveness of pre-referral intervention programs and strategies. The District will use the data obtained in item #48(a) to analyze the effectiveness of the screening process required by item #44, and to determine if focused training is necessary for individual teachers. The District will promptly provide each school with feedback regarding the results of the assessment and will undertake actions to ensure that each school has in place a strong BST process with a sufficient type and amount of interventions to address any academic or behavior problems which arise in students and that each school's regular education teachers clearly understand the purpose of the BSTs and the importance of ensuring that all students are educated in the regular education setting to the maximum extent possible. The District will identify the best practices found within its own elementary and secondary school BSTs which it determines reduces or eliminates any unjustified racial disparity in the referral of students and share that information among other District schools.
- d. In implementing these monitoring procedures, parent or guardian referrals will be excluded from the comparison data unless those referrals are made at the suggestion of one of the District's teachers. The "non-special education population" will include all students not currently identified as needing special education



services including those students currently identified only as speech/language impaired.

49. In 1998-99 and future academic years, the District will continue to ensure that teachers are given all necessary training to create a positive learning environment for all students.
  - a. During the 1998-99 school year, the District will provide all regular education teaching staff with in-service training which ensures that they are aware of the purpose of special education and that placement in special education is designed only to serve students with specific, identified disabilities.
  - b. During the 1998-99 school year, the District will provide all regular education teachers with in-service training regarding the importance of educating students in the regular education setting to the maximum extent possible, the range of intervention programs available to assist students, designing regular education interventions to assist struggling students, and resources available to teachers to assist them in devising regular education intervention strategies.
  - c. During the 1998-99 school year, the District will provide mandatory training to all school staff and administrators regarding the regular education screening and BST processes. The training will address the identification of possible non-disability related causes of academic or behavior deficits, and the provision of appropriate, multiple regular education interventions. These topics will be included in all new staff orientations.
  - d. During the 1998-99 school year, the District will train all staff members to ensure an increased awareness of the relationship of teacher expectations to student achievement, sensitivity toward cultural diversity within the student population, and the ability to address diverse student learning modalities, including providing strategies for meeting the needs of students with non-traditional learning styles.

- e. During the 1998-99 school year, the District will develop and deliver a training program for BSTs designed to assist the BSTs to function more efficiently and effectively as teams by identifying the goals of the BST and the roles of the team members, ensuring the full participation in the BST process by all BST members, encouraging the inclusion of parents/guardians in the BST process and ensuring that the outcomes of the BST process are based upon team consensus.

- 50. By August 31, 1999, and August 31, 2000, the District will submit to OCR a report detailing its actions to implement items #48-49 of this Agreement.

#### VIII. Hiring/Staff Assignment

Hiring and staff assignment decisions are made independently by each school in the District. The District has in place procedures designed to provide guidance to building administrators/interview teams regarding the interview/hiring process and provides additional assistance in the identification of candidates for available positions such as a centralized pool of applicants from which building administrators and interview teams might identify potential employees for their building. The interview process and hiring decision is site-based. Each school is expected to maintain specific records regarding the screening, interviewing and selection of candidates. Reassignment of staff from year to year is not common. The District conducts a comprehensive Affirmative Action/Equal Employment Opportunity Audit each year.

The District states that District schools recruit teachers by various methods. They include: 1) An active on-campus program at many teacher recruiting fairs in the Midwest and at traditional African-American colleges in the South; 2) A minority educator recruiting fair in Champaign where minority students at state universities are invited to visit schools throughout the day with a reception in the late afternoon so they can meet principals and Board members; 3) The District's two high schools have Future Teacher Associations and Minority Educator programs that introduce students to careers in education with the intention of having them return to the community to teach (this program is now

being expanded to the middle schools); 4) Using various national teacher data bases in order to contact and find teachers; 5) Using the Diversity Committee established in the District to foster new ideas along with community organizations like the Urban League and NAACP to assist in recruiting minority teachers. According to the District, teachers (many of whom are minority) in the District go on recruiting trips with administrators to discuss the Districts and community with prospective teachers. The District states that these teachers are paid for the trip, and if they help recruit a teacher in a difficult to fill position, they are paid an additional stipend for their efforts. The District also says it offers a salary advance to new teachers, provides contracts on the spot for difficult to fill positions, pays for interview expenses for such positions, and provides community assistance and mentoring for new teachers and especially minority candidates. At the end of every year, a school-community committee reviews the recruiting, screening, hiring and retention practices of all schools in the District, and makes recommendations to the Board of Education for improving the process. The committee is provided with the Affirmative Action/Equal Employment Opportunity Audit along with principals' narratives of their practices and progress for review.

Because the District recognizes the value of a diverse staff, the District agrees to take the following actions to ensure that its staff hiring and assignment practices are fair and equitable and to maximize the recruitment and retention of African American teachers, administrators and support staff:

51. During the 1997-98 school year, through the District's EEA consultant, who obtained input from, District administrators and District staff, the District will have concluded a detailed review of its hiring policies and procedures as well as its staff recruitment and retention efforts. As part of this review, the District will have evaluated the hiring process employed at each District school for consistency with District policies, procedures and hiring goals, and also evaluated each school's efforts to recruit and retain qualified African American staff. The District's review will have identified "model" practices employed by individual schools to attract and retain minority staff and ensure that those concepts are shared with other schools. The District's review also will have identified deficiencies

in the staff hiring and assignment practices employed by individual schools and develop a plan for immediately correcting those deficiencies. The final plan will include a mechanism for monitoring the implementation of corrective measures.

52. During the 1998-99 school year, the District will continue to ensure that its annual review of District hiring decisions includes a detailed evaluation of the hiring process employed by each individual school and the identification of any improvements that could reasonably be expected to result in a more equitable hiring process and increased representation of minority staff in each school building. Upon completion of the annual review, the District will continue to promptly share ideas for improvement with individual school administrators and interview teams. The annual review process will continue to include evaluation of the effectiveness of any changes implemented as a result of the prior year's annual review.
  53. During the 1998-1999 school year the District will identify and implement additional District-wide strategies designed to expand the pool of qualified African American applicants interested in employment with the District. In identifying such additional strategies, the District will continue to seek input and assistance from recognized experts, current minority employees, and minority community members.
  54. During the 1998-1999 school year, the District will develop and implement a training program designed specifically for District staff involved in the applicant screening and interviewing processes which ensures that the District's staff hiring and assignment policies and procedures and hiring goals are clearly understood by all relevant staff and that minority applicants are given fair and equitable consideration during the hiring process.
  55. By August 31, 1998, and August 31, 1999, the District will submit comprehensive status reports to OCR regarding its implementation of items #51-54 of this Agreement. The reports will include all relevant documentation needed by OCR to evaluate the actions taken by the District with respect to these items of the Agreement.
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**IX. Additional Reporting Requirements**

56. In addition to the specific reporting requirements set forth throughout this Agreement, the District agrees to submit to OCR five annual status reports, with supporting data, regarding its implementation of the Agreement. The reports will be submitted on August 31 of each year beginning in August 1998 and concluding in August 2002. OCR may require reports after August 2002 to the extent any portion of this Agreement is not fully implemented. The reports will address each item of this Agreement and discuss, as appropriate: 1) the identification of actions which must be taken by the District to fully implement the requirements of this Agreement; 2) the establishment of a plan for taking the actions identified; 3) the implementation of the plan; 4) the evaluation of the effectiveness of actions taken during the implementation of the plan; 5) identification of additional actions needed to address any shortcomings identified during the implementation of the plan; and, 6) establishment of ongoing processes to ensure continued self-assessment of the District's efforts to ensure equal treatment of all District students with respect to the issues covered by this Agreement in a manner consistent with the Goals and Principles articulated in items A-S above. The District reports will contain sufficient data to evaluate the effects of the actions taken. Each August report will contain data for the prior school year that indicate the treatment of students by race and school with respect to enrollment in gifted programs; upper and lower level courses; the CARE program; referrals for expulsion and suspension; referrals to the BST team and for case study evaluation; and hiring and turnover of employees. The

District also agrees to provide any additional information requested by OCR as part of its ongoing monitoring of the implementation of this Agreement.

FOR CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4

By: *Donald M. Nolin*

Its: *Board President*

Date: *6-15-98*